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## Implementation of the New Turkish Primary Education Mathematics Curriculum in the Sixth Grade: A Survey of Teachers' Views

### Abstract

The mathematics education curriculum in Turkey is in the midst of a period of intensive reform. This article investigates the extent to which teachers implement the updated 6th grade mathematics curriculum through their self-reports and if their level of use differs according to the province where the school is located, teachers' gender, level of education, teaching experience and number of students in their classrooms. Furthermore, teachers' opinions about the new curriculum and the difficulties faced by them during the implementation process are also investigated. MANOVA results indicated that teachers' level of use and the factors affecting it varied in different dimensions of the curriculum.

**Keywords:** *Curriculum reform, teachers' attitude, teachers' surveys, elementary mathematics education, Turkey.*

### 1. Introduction

Since the late 1980s, educational authorities in many parts of the world, such as Southeast Asia, Australia, North America and Europe, have felt the necessity of initiating reforms in school curricula for various subject areas in response to the global and local changes in societies as a result of the massive development in information and technology. Mainly as part of a long-time endeavour for accession to the European Union (EU), there have been several reform movements in Turkey in the pursuit of adaptation of the EU standards and norms in social and